

Program Report for the Preparation of Social Studies Teachers

National Council for Social Studies (NCSS) Option A

This form includes the 2004 NCSS Standards

COVER SHEET

1. Institution Name

Clarion University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

03 / 15 / 2017

4. Report Preparer's Information:

Name of Preparer:

Jesse Haight

Phone:

(814) 393-2385

Ext.

E-mail:

jhaight@clarion.edu

5. CAEP Coordinator's Information:

Name:

Jesse Haight

Phone:

(814) 393-2385

Ext.

E-mail:

jhaight@clarion.edu

6. Name of institution's program

Secondary Social Studies

7. CAEP Category

Social Studies Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

7-12

(1) e.g. K-12, 7-12, 9-12

9. Program Type

Advanced Teaching

- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

- CAEP accreditation for the first time (initial accreditation)
- Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:

CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCSS standards. (Response limited to 4,000 characters)

Clarion University is one of 14 state universities in the Pennsylvania State System of Higher Education (PASSHE). Members of the PASSHE system are governed by the Chancellor and Board of Governors of the PASSHE and must align with their policies. The PASSHE policy placing a 120- 123 credit limit on bachelor's degree programs therefore influences how Clarion's teacher education programs integrate NCTE program standards in our program design.

The Pennsylvania Department of Education (PDE) is the governing body in Pennsylvania for all teacher certification programs. Clarion must also align with Pennsylvania law and PDE regulations. There are five major PDE regulations that influence the teacher certification programs at Clarion University: PAPA/PRAXIS Core, exit GPA, PRAXIS II, SPED and ELL requirements, Early Field Experience hours, PDE form #430, and alignment with INTASC principles.

Teacher certification candidates must pass PAPA/PRAXIS Core exams (Reading, Writing and Mathematics) to remain in the certification program. Candidates must also pass their appropriate PRAXIS II content exam before certification.

The PDE requires that all teacher certification programs in PA include at least 9 credits of Special Education coursework, and 3 credits of English Language Learner coursework (or hourly equivalent of integrated coursework).

The PDE requires that all teacher certification programs include early field experience hours in four stages: 40 hours of Observation and Exploration (Stages 1 & 2), 150 hours of Pre-student teaching (Stage 3) and a minimum of 12 weeks of full time student teaching (Stage 4).

The PDE requires that candidates earn at least a 3.0 overall GPA at the time of application for certification, and earn a passing score on the PDE form #430 Student Teaching Evaluation in each of the four categories: Planning, Classroom Environment, Instructional Delivery and Professionalism. Finally, the PDE uses the 10 INTASC principles as the Standards for professional competency. These INTASC Standards serve as benchmarks for teacher preparation programs in Pennsylvania, and align with Clarion University's Conceptual Framework.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The Pennsylvania Department of Education (PDE) requires a minimum of 190 field experience hours prior to student teaching. PDE divides these hours into four stages:

Stages 1 and 2 include observation and exploration and require a total of 40

hours.

Stage 3, the pre-student teaching stage, requires 150 hours.

Stage 4, student teaching, requires 12-15 weeks to complete.

Stage 1: Observation (first and second years), 20 hours minimum observation. Candidates observe classroom teachers and students in action. Specifically, candidates observe subject areas they are considering as potential major(s). These observations may take place outside the structured classroom, but must be educationally related, i.e. camp or workshop activities, weekend programs.

Stage 2: Exploration (first and second years), 20 hours minimum. Candidates participate in activities with classroom teachers and their students. These activities can range from one activity within a specific lesson to many activities. Activities may be inside or outside regular classroom environments.

Stage 3: Pre-Student Teaching (third and fourth years), 150 hours minimum. Candidates work with a teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, parents, and supervisors. Stage 3 takes place in these classes: ED 328: Methods of Teaching and Evaluating Secondary Language Arts (candidates are observed) and ED 329: Educational Assessment.

Stage 4: Student Teaching (fourth year), 12-15 weeks. Candidates successfully demonstrate the ability to use knowledge, skills, and dispositions gained in states one through three of candidacy. Stage 4 takes place in ED 424-425: Secondary Student Teaching.

Please see the attachment called "field experience" for further information.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

BSED SSTU Checksheet	Course Descriptions
BSED SSTU Course Sequence	

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Field Experience

See Attachment panel below.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create

additional tables as necessary.

Program: BSED SSTU (Secondary Social Studies Education 7-12)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2013-2014	118	27
2014-2015	73	11
2015-2016	69	14

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Refer to footnotes for clarification)

Faculty Member Name	Jesse Haight
Highest Degree, Field, & University ⁽³⁾	D.Ed. Curriculum and Instruction, Indiana University of PA
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Teaches ED 337 (Secondary Social Studies Methods Course), Teaching faculty, Student Teacher Supervisor, Assessment Coordinator
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Haight, J.A. (2015, November). Above and Beyond: Increasing Social Studies Relevance through Field Experience. Session Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. & Houston, A. G. (2015, November). Starting Essential Social Studies Concepts Young: Creating Unique Curriculum Maps. Poster Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. (2015, April). Above and Beyond: Creating Unique Field Experiences for Teacher Candidates. Session Presentation at the National Student Teaching and Supervision Conference, West Chester, PA.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Certification: Social Studies 7-12 (PA)

Faculty Member Name	Jonathan R. Brown
Highest Degree, Field, & University ⁽³⁾	PhD, Pennsylvania State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Teaching faculty
Faculty Rank ⁽⁵⁾	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations,	1. Brown, J.R. and McLaughlin, C.L. (Spring 2015). Jive Talkin', Mandated high-stakes test score statistics: So misunderstood in teacher evaluation wars. PCTM (Pennsylvania Council of Teacher of Mathematics). 2. Brown, J.R. (Summer 2013). Rural Pennsylvania PSSA Mathematics Performance,

and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Dismantling Rural Stereotypes. Pennsylvania Council Teachers of Mathematics (PCTM). 3. Brown, J.R. (2013). Patent education: Estimating assisted hearing costs. Advance: http://audiology.advanceweb.com/SignUp/RegDocFetchFile.aspx?BRID=AD76975906052
Teaching or other professional experience in P-12 schools ⁽⁹⁾	1. Brookville Area School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and annual research report, 2004-2006. 2. Franklin Area School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and annual research report, 2004-2007. 3. North Clarion School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and annual research report, 2005-2007. 4. State System of Higher Education. Northwest Philadelphia Full Service Community Schools Project. Responsibilities include research design, data analysis and interpretation, and research reports, 2006-present. 5. Certifications - Elementary and Secondary Principal, Special Education Supervision, Teacher of the Hearing-Impaired, Teacher of Speech and Language

Faculty Member Name	Karl Sprenger
Highest Degree, Field, & University ⁽³⁾	PhD. Instructional Systems, Penn State University.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Teaching faculty and Student Teacher Supervisor
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. Peck, K.L. Sprenger, K.R. (2008). One-to-One Educational Computing: Ten Lessons for Successful IMplementation. In Voogt, J. & Knezek, G., International Handbook of Information Technology in Primary and Secondary Education (pp. 935-941). New York: Springer. 2. Peck & Sprenger (2007) Not Seeing is Disbelieving: Why We are Doubting the Power of One-to-One Learning Environments. Academic Intersections. Cupertino, CA: Apple Computer. Available at http://edcommunity.apple.com/ali/story.php?itemID=11368 Retrieved August 5, 2007. 3. Sprenger, K.R. (2007). Line Rider and Physics. Pennsylvania Science Teacher Exchange, 30(2), 6.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Certification: Physics (PA)

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification

(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCSS standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Social Studies Content Exam #0081/5081	State Licensure Test	Prior to Student Teaching
Assessment #2: Content knowledge in social studies (required)	Course Grades	Course Grades	Prior to Student Teaching
Assessment #3: Candidate ability to plan instruction (required)	Field-based Unit Plan	Performance Assessment	ED 337: Methods of Teaching and Evaluating Social Studies, Social Studies Block prior to student teaching
Assessment #4: Student teaching (required)	STPP - Student Teaching Performance Profile	Performance Assessment	Student Teaching
Assessment #5: Candidate effect on student leaning (required)	Teaching Analysis	Performance Assessment/Reflection	Student Teaching
Assessment #6: Additional assessment that addresses NCSS standards (required)	Competency Evaluation - Field Experience in Secondary Education	Performance Assessment	ED 337: Methods of Teaching and Evaluating Social Studies, Social Studies Block prior to student teaching
Assessment #7: Additional assessment that addresses NCSS standards (optional)	History through the Eyes of a Child	Research Project	ED 337: Methods of Teaching and Evaluating Social Studies, Field Experience prior to student teaching.
Assessment #8: Additional assessment that addresses NCSS standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

- For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

NCSS STANDARD - Themes

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the appropriate school level for the study of psychology

3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Information is provided in Section I, Contextual Information

3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.



3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.



SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5.¹³ If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test.

Provide assessment information as outlined in the directions for Section IV

Assessment 1: Praxis II

See Attachment panel below.

(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies or the specific social science discipline to be taught. NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5,¹⁴ 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard¹⁵, and portfolio tasks.¹¹

Provide assessment information as outlined in the directions for Section IV

Assessment 2: Course Grades

See Attachment panel below.

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.5¹⁶, 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV

Assessment 3: Unit Plan

See Attachment panel below.

(16) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.5¹³. Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

Provide assessment information as outlined in the directions for Section IV

Assessment 4: STPP

See Attachment panel below.

(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.5¹⁴. This assessment does not have to address every standard. Examples of assessments include those based on student work samples, portfolio tasks and case studies..

Provide assessment information as outlined in the directions for Section IV

Assessment 5: Teaching Analysis

See Attachment panel below.

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

6. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 6: Block Evaluation

See Attachment panel below.

7. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 7: History through the Eyes of a Child

See Attachment panel below.

8. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

On the Unit-Wide level:

There have been three changes at Clarion University, since our last submission, that will allow for greater ease in using assessments to generate meaningful program growth. In 2014 Clarion University created the Institutional and Student Learning Assessment Committee (ISLAC) to create a culture of assessment on campus. Every program must write a report that is aligned to the University-Wide Learning Outcomes. These reports focus on one outcome and allows the programs to interpret and use the data to spur growth in programs. The annual reports are submitted and reviewed across the entire University. A second change that will allow for greater ease and a more robust analysis of key data is the adoption of the Chalk and Wire data management system. This began for all freshmen education students during the fall 2016 semester. This system allows for easy storage and manipulation of the data. It makes the data readily available for sharing at department and curricular meetings. The final change that will allow for a greater concentration on program growth is the hiring of a full-time administrator that has a focus on assessment and accreditation. Clarion University has just hired an individual at the Associate Dean level that will be in charge of all program assessments and action plans to produce meaningful growth in our programs. The Associate Dean will begin on July 1, 2017.

On the program level:

1. Content Knowledge: As mentioned above, a development that has occurred since the last report is the adoption of the Chalk and Wire data management system. This implementation began during the fall 2016 semester with the incoming freshman class. In order to see longitudinal growth, the key assessments of the required content courses will be uploaded into Chalk and Wire so the Education faculty can identify any deficiencies in the core competencies of the BSED SSTU candidates that are not readily identified through course grades. It is the belief of the Education faculty that the identification of weaknesses in the specific competencies will allow for growth throughout the pedagogical aspects of the program. Unfortunately, data are not available during this round of SPA reporting due to the very recent implementation.

2. Professional and Pedagogical Knowledge, Skills, and Dispositions: A point of emphasis that came from the data is that our candidates are more proficient at planning their lessons that have NCSS integrated content than they are

instructing it. The cooperating teachers have mentioned that the candidates are properly prepared to teach the content, but some may fall short of effectively teaching that content. This finding has allowed for a more robust discussion between the Methods instructor and the cooperating teachers. With this being a point of emphasis, the gap between effective planning and effective instruction has narrowed. We will continue to model effective instructional strategies to eliminate the gap between planning and instruction.

3. Student Learning: This is a newer assessment that is geared more towards the proposed changes to the NCSS standards. To gain a deeper understanding of why it is important to effectively utilize the NCSS standards, the National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment (2010) is being used, as the candidates have to identify one of the NCSS standards and cite specific language from the aforementioned document. This has been very successful to date. A reason for the high level of mastery could be the fact that they have to complete this same assignment during ED 337 (Methods of Teaching and Evaluation Social Studies) during a peer teaching episode. They are provided ample feedback to use when they complete the assignment during student teaching.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.